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## BIBLIOGRAPHY

### I. SCHOOL TEXTS

#### **Manual de Correspondencia**

by Ventura Fuentes and Alfredo Elías, both of the College of the City of New York.

XI + 230 pages (100 text, 131 exercises, 134 verbs, 51 vocabulary, 12 table of abbreviations). The text consists of fifty-six model letters in Spanish, of which the first eleven are of general nature, the last forty-five of commercial. The short introductory chapter gives in simple Spanish the necessary preliminary information. Each lesson is followed by a set of grammatical notes. The exercises consist of about thirty pages of English letters for translation into Spanish. The letters are given in outline, and the student has to work out the details for himself. Appropriate notes are furnished for each exercise. A good verb section, vocabulary and a table of abbreviations, complete the book.

1918—The Macmillan Co. \$1.00.

#### **Las Tiendas. Diálogos Humorísticos**

Por Carlos Frontaura.

Edited by Arthur Fisher Whitem of Harvard University.

VII + 152 pages (84 text, 19 notes, 46 vocabulary). The interesting text fairly bristles with idioms, and is too difficult for any but advanced pupils. The difficulties are well explained in notes and vocabulary.

1918—Holt & Co. 60 cents.

#### **All Spanish Method**

First and Second Books, by Guillermo Hall, of the University of Texas.

XXIX + 509 pages. The introduction contains "suggestions to teachers," suggestions to students and a chapter on pronunciation. The body of the work, 396 pages, entitled, "Método Directo para Aprender el Español," is composed entirely in Spanish. Illustrations are freely used. Each lesson contains text, notes, vocabulary, exercises, and questions.

A "Manual de Inflexiones" and a "Vocabulario General," which is really an index, as no translations are given, complete the book.

1915—World Book Co. \$1.60.

Also to be had in two volumes: First Book, xxix + 280 pages, \$1.00; Second Book, xxix + 307 pages, \$1.20.

#### **Poco a Poco**

an Elementary Direct Method for Learning Spanish. By Guillermo Hall, of the University of Texas.

VIII + 308 pages. The book is simpler and easier than the same author's "All Spanish Method" and is intended for use with pupils in intermediate

schools. The plan of each lesson is in general like that followed in the larger work. The book is profusely illustrated. The second part, pages 225-308, contains models for letters, commercial forms, grammatical explanations and tables, and a general index.

1917—World Book Co. \$1.00.

### **Mariá (Novela Americana)**

por Jorge Isaaca.

Edited by Ralph Hayward Keniston, Ph. D., of Cornell University.

VIII + 209 pages (127 text, 16 notes, 11 exercises, 54 vocabulary). The preface contains good suggestions as to the use of the text and the teaching of Spanish in general. The introduction gives the necessary biographical and literary background. The text itself, an interesting story of moderate difficulty, is a welcome addition to our materials for the study of Spanish-America from the standpoint of the South American. The notes explain allusions in the text and go into grammatical difficulties pretty thoroughly. The brief exercises are intended to be suggestive only. One is tempted here to ask just what purpose such exercises serve. Experienced teachers prefer to make their own exercises or else wish to be spared the drudgery. Inexperienced teachers find rather full exercise material very helpful. If this is the case, "suggestive" or "illustrative" exercises are hardly worth while. It is hard to strike the mean in this matter, but a larger amount of such material as Professor Keniston has given us would have been very welcome.

1918—Ginn & Co. 80 cents.

### **La Conjunción de Venecia**

by Martínez de la Rosa.

Edited by Arthur L. Owen of the University of Kansas, and John Thomas Lister of Olivet College.

XXXVII + 191 pages (135 text, 55 vocabulary). The rather elaborate introduction gives a good biography of the author and the historical matter necessary for understanding the play. A good bibliography follows. Footnotes deal with difficulties of grammar and style and carefully explain the names and customs alluded to in the text. Suitable for the second or third semester in college, the third year in high school.

1917—Sanborn & Co. 90 cents.

In the review of "La Conjunción de Venecia" on page 67 of the February number of *HISPANIA*, the senior editor's name is incorrectly stated. It should read Arthur L. Owen.

### **Selections from the Novelas Ejemplares of Cervantes**

Edited by Hugo A. Rennert of the University of Pennsylvania.

XII + 218 pages (138 text, 21 notes, 56 vocabulary). Professor Rennert has chosen for the text two selections; *La Gitanilla* and *El Licenciado Vidriera*. As the book is intended for advanced classes, the notes are brief and deal largely with literary and historical matters. The vocabulary, while compact, is full and lists the difficult expressions of the text with great detail.

1918—Holt & Co. 90 cents.

**El Capitán Veneno**

by Alarcón.

Edited by Ventura Fuentes and Victor E. François of the College of the City of New York.

VI + 229 pages (100 text, 16 notes, 38 exercises, 72 vocabulary). This is a good edition of a well-known Spanish text. The various exercises furnish plenty of drill upon the text. The vocabulary is unusually full.

1918—Holt & Co. 60 cents.

**Pitman's Manual of Spanish Commercial Correspondence**

by G. R. MacDonald.

XII + 328 pages. The body of the work is made up of lists of phrases, Spanish and English, in parallel columns, letters in Spanish, and in English to be translated into Spanish. The letters cover a wide variety of business subjects and forms, but many of them do not meet the needs of our schools. n. d.—Pitman & Sons. \$1.50.

**Pitman's Commercial Spanish Grammar**

by C. A. Toledano.

252 pages. The first part of the book (pages 1-127) contains the usual outline of grammar with exercises from Spanish into English and English into Spanish. Commercial vocabularies take up pages 128-168. Pages 164-232 continue the grammatical lessons in greater detail. Reprint of edition of 1911. 1915—Putnam & Sons. \$1.00.

**Classroom Spanish**

by Marie A. Solano of the South Boston High School and the Boston Normal School.

14 pages. This little manual is the product of the experience of a successful teacher of Spanish in preparatory schools. Young or inexperienced teachers of Spanish will find the pamphlet very helpful and suggestive.

1917—D. C. Heath & Co. 10c.

**Spanish Verb Blanks**

by I. H. B. Spiers of the William Penn Charter School, Philadelphia.

These verb blanks which many teachers will find useful are put up in pads of 35.

D. C. Heath & Co. 40c.

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## II. PERIODICAL LITERATURE

## PEDAGOGICAL JOURNALS

**The Modern Language Journal**, II, 3, Dec.—S. W. Waxman, *A Jeremiad on Modern Language Teaching*. (Though the author may be a bit too pessimistic, he nevertheless says many excellent things. He laments, as we all do, the diversity of aim in our field. It is difficult to keep up with all the new methods proposed. The system in vogue in many cities of providing free text-books is bad. Having completed the course, the pupil must turn the book in, though he needs it for review and reference. There is too much of the idea of "making it easy for the pupil." Memorizing is getting to be a lost art, though we cannot dispense with memory in the teaching of language. A course in phonetics or conversation is usually more valuable for the teacher than one of mere educational theory. The method of teaching depends upon the teacher's personality; also upon the nature of the institution and its *clientèle*. Above all beware of panaceas. "Hitherto, we may have done little else than teach a knowledge of grammar and train students to read ordinary prose; now there is grave danger of throwing over this solid knowledge for a few catch phrases like 'Open the door,' 'Shut the window,' or 'How do you do?'" There is no reason why speaking and reading knowledge should not be combined. But "when a high school student gets five to ten minutes of individual attention per week it is utterly ridiculous to suppose that he can learn to speak a foreign language." Guard against the democratic danger of leveling down rather than up. Every student is given a chance to do good work. If he fritters away his opportunities, do not slight brilliant pupils in his favor.) P. H. Grumann, *Problems of the Elementary German Course*. R. Gerig-Edwards, *A Demonstration of Spanish Class-room Work*. F. Bennett, *Translation Study and Immediate Study of German. A Comparison*. (By the "Immediate Method" this teacher means instructing students not merely to translate but to be able to reverse the process, that is to be able to give German equivalents of English words when called for. Carefully compiled statistics seem to show that the "Immediate Method" is the more efficient.)

4, Jan.—J. Sachs, *Desirability of a Syllabus of French and German Texts*. (A plea for the standardization of a sequence of texts, starting with those representative of the ordinary speech and leading up to the masterpieces of style. Without a doubt conditions are in this respect too chaotic in the modern language field. Too few teachers select a text with reference to what has gone before and what is to follow. Yet it is to be hoped we shall never reach the cut-and-dried standardization which teachers of the classics have attained to—the sacrosanct and never-to-be-varied sequence of Caesar, Cicero, Vergil, for instance.) A. Betz, *The Function of Dictation in the Teaching of Modern Languages*. (Valuable hints as to handling this part of the work. A dictation exercise involves (1) The correct speaking of the word. (2) The correct hearing of the word. (3) The visual appearance of the word. (4) The writing movement. Each sentence should be read twice only. Care should be taken not to break up a stress group. Students should make their own corrections. By tabulating errors the teacher can analyze

his pupil's difficulties.) J. E. Spink, *French in the Pre-High School Period*. (An excellent article on methods used in grade teaching.) J. Van Horne, *Spanish Texts and the Spanish Language*. (We are now well supplied with elementary readers. The difficulty comes with the choice of a second book. There is in Spanish a dearth of stories of adventure written in simple, colloquial language. While the reviewer has never found the novels of Palacio Valdés and Pérez Galdós too difficult for students in this stage of development, the same may not be true of all students in all institutions. Clearly a wider choice is desirable.)

**Bulletin of High Points**, I, 7, Dec.—W. L. Hervey, *Notes on "War Work."* L. A. Wilkins, *Fallacies that Exist in the Teaching of Spanish*. (Spanish is not easy to acquire, nor can it be learned in a short time. Principals share this fallacy when they engage teachers of only a year's experience with the language. Pupils unable to learn Latin, French, or German will do no better in Castilian. Spanish is easy neither to pronounce nor to understand. It takes longer, according to the author, to gain the ability to understand spoken Spanish than German or French. The reviewer's experience coincides with that of Mr. Wilkins. One reason is because Spanish has so few vowel sounds. Another is that most of us have been insufficiently drilled in the matter of *liaison*, scarcely less important in Spanish than in French. The many elisions not indicated in print, as well as the numerous diphthongs resulting from the running together of words, make certain combinations unrecognizable to the student who has learned to pronounce words as units. He thinks to hear *lecho* when he really hears *le he hecho*. Spanish grammar, too, has many difficulties. Most good students, I find, have little trouble with the irregular verbs, because the difficulty is here obvious. Difficulties not easily recognizable as such offer most trouble. Syntax is harder than morphology. The extreme richness of Spanish in vocabulary, idiom, and proverb is a stumbling-block. Add to this the lack of good dictionaries and the absence of many another tool necessary for the scholar. The second great fallacy, according to Mr. Wilkins, is the ignorant belief that Spanish possesses no first-rate literature, and hence should be studied for commercial reasons solely. There follows a plea for Spanish as a cultural subject.)

II, 1, Jan.—*Concerning Memory Work with a Notable Speech in French to be Memorized*. (The psychology of memory. How the passage to be memorized should be chosen so as to bring into play all the factors by which memory is conditioned. "The purposes of teaching memory passages are at least two: (1) To give the student for life-long retention thoughts of exceptional worth, beauty, or power, clothed in terms of the foreign language that are simple yet forceful. (2) To create a feeling for the foreign language." G. A. Sherwell, *Differences Between Spanish and Spanish-American Usages in Language and Pronunciation*. (A brief bibliography of the best works on South American dialects. One should welcome the conservative influence of the Academy, while recognizing the need of innovations in the vocabulary. Many interesting examples of South American vulgarisms in vocabulary and pronunciation. In conclusion the author strongly advocates the Castilian pronunciation, having been converted from the other view.)

2, Feb.—L. A. Wilkins, *The American and the Foreign Teacher of Foreign Languages*. (The native is weak where the foreigner is strong and *vice versa*. The two supplement one another. In a well organized modern language department both kinds of teachers should be used. We should like to remind our readers that this matter has been ably discussed by A. Morel-Fatio in his *Ambrosio de Salazar*, Paris, 1901, chap. iii. We feel that Mr. Wilkins is wrong in demanding naturalization of foreigners before they may teach. Loyalty cannot be secured by compulsion. Besides, the rule works both ways. We should not like to see our missionary teachers required to abandon their American citizenship before they are permitted to give instruction abroad.) *Verb Nomenclature in Spanish*. (The system advocated is good and does not depart from common usage. But shall we not do better to work in harmony with the committee of the Modern Language Association which is endeavoring to standardize grammatical nomenclature for all languages?) Mary G. Wendell, *Foreign Language Values; Helping the Pupil to See Them*.

**School and Society**, VII, 158.—P. E. Davidson, *Concerning Mental Discipline and Educational Reform*. 164.—E. C. Moore, *Formal Discipline and the Teaching of Literature*. 167.—E. F. Hauch, *A Few Popular Misconceptions with Regard to Language Study*. (The candid teacher of languages, if asked the purpose of his teaching, will reply: "For a living." Let us hope that psychologists and professors of education, if asked the same question, will be equally candid. Latin and Greek got their start on account of their then great practical utility. Only when hard pressed did the teachers of them discover that these subjects had marked disciplinary value. —The author seems unaware that the extreme views of Thorndike and others, who held that disciplinary value is non-existent and that ability acquired in one branch of study is not transferable to another, have long since been repudiated by leading psychologists, Mr. Flexner to the contrary notwithstanding. Nevertheless we may agree with him that we rest the case for our subject on firmer grounds than its disciplinary value.) The modern languages likewise found a place in the curriculum as a direct result of social and economic pressure. "Commercial necessity, real or fancied, is forcing recognition for Spanish—that most chivalrous and uncommercial of western languages—upon our school programs. The really strange aspect of the situation is the almost apologetic attitude on the part of some of our academic teachers of it toward this apparent cause for the increased importance of a knowledge of Spanish. There ought to be no need, at any rate, to drag in the fetish of disciplinary value. If commerce and its interests and by-products are something of which to be ashamed, then there is something vastly wrong somewhere with our civilization." The practical importance of modern languages to professional men and others. It is impossible to rely upon translations of scientific works or to wait for them to appear; frequently they are never forthcoming. Languages widen the intellectual horizon and create the "international mind," never so sorely needed as at present. "Knowledge of the foreigner's speech is at least the beginning of a better understanding." Mere translation is condemned. But on the other hand it is an equal fallacy to suppress grammar in

one's teaching. "It may be possible to run an automobile without knowing very much about the laws of physics on which its mechanism is based. The chances are all in favor of the man who does know, when it becomes a question of running his machine smoothly and safely." "In the study of the foreign language, grammar is only one of the means toward the definite end; it must not be the end itself." Scientific and commercial reading must be provided only after the ordinary, current language has been mastered.)

**Education**, XXXVIII, 3, Nov.—E. O. Fisk, *A Great School and a Great Headmaster*. (An account of the life and work of the late Richard Mott Jones, for forty-two years headmaster of the William Penn Charter School.)

4, Dec.—G. A. Hitchcock, *The Classical Question Again*. (A plea for the classics as a deterrent to the materialization of the national mind.)

5, Jan.—R. R. Smith, *Democratizing a High School of Eighteen Hundred*. H. Mitchell, *Supervised Study in Modern Languages*. (The author thinks that no other innovation in modern language teaching produces such results as this. Is it true as he says that the teaching of paradigms is no longer practiced by good teachers? We hope not. The note of bigotry found in this article is apparent in many other pedagogical articles. Some teachers seem to say: "Those who don't use my method are back numbers. Mine is the only 'up-to-date' method.")

6, Feb.—H. C. Nutting, *Experimental Test of Educational Values*. (The fallacies of certain psychologists who oppose language study, ancient and modern, are ably exposed.)

**The English Journal**, VIII, 1, Jan.—A. Abbott, *The English Teacher and the World War*. (This is in large measure "a schoolmaster's war." How instruction may be made to foster patriotism.) H. R. Driggs, *Seeing Classics as Wholes*. (How to present masterpieces of literature with a view to proper perspective and proportion.) C. G. Osgood, *The Artistic Teaching of English*. (The teacher needs mind, discernment, taste, standards, and imagination. "Each hour or period should be conceived as a work of art in itself, as much so as the chapter of a novel or act of a play. It should have the single effect of a work of art, with beginning, middle, and end." "The experienced teacher will not attempt many things in a single period. One or two must stand out in the plan as objective. Every effort may then devote itself to making such points facile.")

2, Feb.—P. H. Boynton, *Literature in the Light of the War*.

**The School Review**, XXVI, 1, Jan.—*Foreign Languages and Mathematics as Requirements for American Colleges and Universities*. (The admission requirements of thirty-five of our representative institutions are studied.) F. G. Pickell and B. F. Winkelflech, *Elimination from the Public Secondary Schools of the United States*. E. D. Merriam, *Technique of Supervised Study*. (Useful suggestions.)

2, Feb.—P. S. Lomax, *Surveys of Commercial Education in Missouri and New Mexico*. E. V. Tubbs, *Part Time Plan in Centralia High School*. A. J. Jones, *The Junior High School*. L. M. Schmidt, *Pedagogical Literature Dealing with German*. (Bibliography.)



**Modern Language Teaching**, XIII, 6, Oct.—A. Terracher, *Les Professeurs étrangers dans les universités anglaises*. (Several articles in this number deal with the teaching of Russian, showing the increased interest that the English are taking in that subject. Will this new interest stand the strain of recent events? We learn with surprise that chairs of French and German have only just been founded in the University of Glasgow.) *Literatura e historia de España*. (An analysis of a lecture by Professor Villasante, delivered at King's College, London, June 18, 1917.)

**Les langues modernes**, XV, 6, Nov.-Dec.—C. Pitollet, *Réflexions sur Echegaray*. (Largely a translation of an excellent biography and criticism of the late dramatist, published by Señor Araquistain in *América Latina*, II, 15, 1916.)

**Revue de l'enseignement des langues vivantes**, XXXV, 1, Jan.—M. Martinenche, *Les langues méridionales de l'Amérique latine*. (A plea for the greater study of Spanish and Portuguese in France, the better to extend French influence in South America. The statement is made that German war prisoners are utilizing their enforced leisure in studying Spanish to prepare for the coming commercial war. This they are said to do under orders from their superiors.) C. Pitollet, *Le centenaire de Cisneros*. (Cisneros is held to be a man of the middle ages rather than of the renaissance.)

**Revue universitaire**, XXVII, 1, Jan.—I. Joliet, *La Méthode Taylor et l'enseignement secondaire*. (France, this writer holds, will gain from the presence of British and American soldiers something of the Anglo-Saxon's practical and methodical spirit. As a start he advocates the adoption of this American method of conserving energy in teaching by getting the right man into the right place.) Georges Weill, *Un éducateur français en Argentine*.

2, Feb.—L. Joliet, Ditto, continued. E. Brucher, *La réforme de l'enseignement secondaire*. Mlle. A. Coureur, *L'enseignement secondaire et l'avenir de la race*.

**Monatshefte für deutsche Sprache und Pädagogik**, XIX, 1, Jan.—F. Kübler, *Sprache und Sprachleben*. P. R. Kolbe, *The Door to Germanics*. E. C. Kolbe, *Jahresversammlung der Central Division of the M. L. A. of A.*

2, Feb.—S. W. Cutting, *Modern Languages in the General Scheme of American Education*. (Mr. Cutting traces the origins of modern language instruction in this country. He calls attention to the way in which the cause of German has been injured by an injudicious mixture of language teaching and propaganda. In concluding he makes his own the words of President Judson of the University of Chicago: "It is perfectly obvious that there is no prejudice against German literature or other higher things of German life in intelligent circles in this country. We are at war with the ruling forces which have made German a danger to civilization and not against the finer forces which we hope some day will again be dominant in Germany.") O. Möller, *The Pictorial in Education*. O. Schnyder, *Zivilisation und Kultur*. (Civilization is compared with Kultur, greatly to the disparagement of the former. "Civilization is something to be denied. Kultur something that must be affirmed." Mischievous articles like this will not tend to allay the present

prejudice against German, which for the most part is unjustified. But if German teachers assume this attitude they will alienate what friends they still have.) J. Whyte, *Jahresversammlung der Eastern Division of the M. L. A. of A.*

## SCIENTIFIC JOURNALS

**Modern Language Notes**, XXXIII, 1, Jan.—E. S. Ingraham reviews: Schevill, *A First Reader in Spanish*; Luquiens, *Elementary Spanish-American Reader*; Supple, *Spanish Reader of South American History*; Warshaw, *Spanish-American Composition Book*; Wilkins and Luria, *Lecturas fáciles con ejercicios*; Fuentes and François, *A Trip to Latin America*. G. W. Thayer, *Barlaam and Joasaph*. (A rare Italian version of this romance has been obtained by the Cleveland Public Library.) E. Buceta, *Segunda serie de la biblioteca Calleja*. (The series of *páginas escogidas* of the best contemporary writers, recently published by this house, will interest teachers of advanced courses.)

3, March.—E. Buceta reviews Rose's edition of Florentino Sanz' *Don Francisco de Quevedo*; also Menéndez Pidal's *Antología de prosistas castellanos*.

**The Romanic Review**, VIII, 4, Oct.-Dec.—H. R. Lang, *Notes on the Meter of the Poem of the Cid*, III, 2 (continued). (In this very interesting article Professor Lang argues for the antiquity of the romances, apparently not accepting the views of Foulché-Delbosc. Neither does he accept Menéndez Pidal's views regarding the locality where the *Poema del Cid* was written, but returns to the theory that it emanated from the monastery of San Pedro de Cardeñas. This would seem to harmonize with Bédier's theories of epic origins. Cannot the views of Lang and Menéndez Pidal be reconciled? The author of the poem was certainly familiar with the eastern portion of New Castile above all other parts of Spain. But that familiarity may have been gained in youth, and it is not necessary to suppose that he wrote his work near the region described.) E. H. Tuttle, *Hispanic Notes*. (Etymologies of \**Ferreneus*, *Jam*, *Magis*, *Numquam*.)

**The Modern Language Review**, XIII, 1, Jan.—A. F. G. Bell, *Gil Vicente's "Auto da alma"*. (A critical text based upon the rare first edition of 1562. The text and an English translation appear in parallel columns. Brief notes. In view of the very uncritical way in which all the editions of this poet have been printed, such a text as this is very welcome.) H. A. Rennert reviews *Obras de Lope de Vega, publicadas por la Real Academia Española*. (Nueva edición, Tomo I, Madrid, 1916.) (A very interesting and instructive review. The first volume of the new series of the Academy edition offers several surprises and makes accessible several of Lope's works hitherto supposed to be lost. With his usual urbanity, Professor Rennert condones the shortcomings of the textual editing of these plays with more indulgence than other critics have shown. He thinks the extreme need of getting these plays published with speed justifies the editor's lack of care. But as these plays are accompanied by neither introductory studies nor notes, it does not seem as if a little more care devoted to the editing of the text would have unduly delayed publication.)

**Modern Philology**, XV, 11, March.—G. T. Northup reviews John De Lancey Ferguson's *American Literature in Spain*.

**Revue Hispanique**, XLI, 99.—J. Miret y Sans, *La esclavitud en Cataluña en los últimos tiempos de la edad media*. Enrique de Villena, *Tres tratados*, Publicalos J. Soler. (This includes a *Tratado de la consolación*, a *Tratado del aojamiento* (evil eye), and a *Tratado de lepra*. These curious unedited treatises are published from a MS. in the National Library, Madrid, without introduction or comment.) A. H. Harrison reviews Fitzmaurice-Kelly's *Historia de la literatura española. Segunda edición corregida*, Madrid, 1916. (Certain minor corrections.) A. Reyes reviews Rosenberg's *La Española de Florencia*, Philadelphia, 1911. (Reyes does not accept Rosenberg's attribution of the work in question to Calderón. Neither does he feel that Stiefel has established the authorship of Lope.) G. Desdèvises du Dezert reviews M. Romero de Terrero's *Arte Colonial*, Mexico, 1916. H. Peseux-Richard reviews Miguel de Toro Gisbert's *Americanismos*, Paris, n. d. R. Foulché-Delbosc reviews J. M. Sanchez' *Bibliografía aragonesa del siglo XVI, Tomo I, 1501-1550, Tomo II, 1551-1600*, Madrid, 1913-14. (Highly favorable, with valuable corrections and additions.)

**Bulletin Hispanique**, XIX, 3, July-Sept.—H. Breuil and W. Verver. *Découverte de deux centres dolméniques sur les bords de la Laguna de la Janda (Cádiz)*. G. Daumet, *Inventaire de la collection Tirán*. R. Lantier, *Chronique ibéro-romaine*. Z., *El punto de vista español en la cuestión de la guerra*.

**The American Political Science Review**, XI, 2, May—F. Alfonso Pezet, *Pan-American Coöperation in Pan-American Affairs*. C. Castro-Ruiz, *The Monroe Doctrine and the Government of Chile*. F. C. Schwedtmann, *Lending Our Financial Machinery to Latin-America*.

**The American Historical Review**, XXX, 2, Jan.—J. H. Smith, *American Rule in Mexico*. (The behavior of American troops in Mexico, 1846-1848.)

**The Southwestern Historical Quarterly**, XXI, 3, Jan.—C. H. Cunningham, *The Residencia in the Spanish Colonies*. (A valuable contribution to our knowledge of Spanish colonial methods.) *Minutes of the Ayuntamiento of San Felipe de Austin, (1828-1832), I*, edited by E. C. Barker. A review of I. A. Wright's *The Early History of Cuba, 1492-1586*, New York, 1916. (This book is based upon the study of original documents, but fails to take into account the published results of others. It is weak and biased in its generalizations.)

**The English Historical Review**, XXXIII, 129, Jan.—A review of C. E. Chapman's *Founding of Spanish California, 1687-1783*, New York, 1916.

**The Catholic Historical Review**, III, 4, Jan.—J. A. Robertson, *Catholicism in the Philippine Islands*. C. H. Cunningham, *The Inquisition in the Philippines*.

**The Southern Historical Quarterly**, XXI, 2, Oct.—W. I. Schurz, *The Manila Galleon and California*. (Discoveries of early Spanish navigators.)

C. E. Chapman, *The Archivo General de Indios*. (Valuable information for those contemplating work in these archives.)

**The Journal of Race Development**, VIII, 1, July—W. F. Slade, *The Federation of Central America*. (A review of the various abortive attempts to create a United States of Central America.)

**International Journal of American Linguistics**, VI, 1, July—Franz Boas, *El dialecto mejicano de Pochutla, Oaxaca*. (Not a Spanish, but an Indian dialect.)

**American Anthropologist**, XIX, 4, Oct.-Dec.—J. R. Swanton, *The Route of De Soto*.

**L'Anthropologie**, XXVIII, 3, May-June—L'Abbé H. Breuil, *Observations sur les terres noires de la Laguna de Janda*.

#### POPULAR JOURNALS

**Poetry**, XI, 5, Feb.—José Santos Chocano, *Peruvian Poems: Oda Salvaje, A Song of the Road, El Charro, The Magnolia*. J. P. Rice, José Santos Chocano.

**The World's Work**, Dec.—*German Efforts in Mexico*.

**The English Review**, Dec.—R. B. Cunninghame Grahame, *Mexico*. (German, English, and American methods in Mexico compared and contrasted.)

**The Living Age**, 3840, Feb. 19—Sir George Douglas, Bart., *Two Notable Spanish Novels*. (A long review of Blasco Ibáñez' *Sangre y arena* and Ricardo León's *El amor de los amores*. Taken from Cornhill's.)

**The Unpopular Review**, IX, 17, Jan.-March—*Latin America and the Monroe Doctrine*.

**The American Review of Reviews**, Jan.—*A Spanish Observer in Germany*.

**Revue Bleue**, Sept. 29—Paul Louis, *Les Crises d'Espagne*.

**La Lectura**, 203, Nov.—G. de Azcárate, *¿Qué pasará cuando la guerra termine?* J. Juderías, *España y sus políticos en tiempos de Mendizábal, según Lord Clarendon*. J. Francos Rodríguez, *La vida de Canalejas*, continued. E. Hernández-Pacheco, *El problema de la investigación científica en España*. (The author thinks that Spain is on the eve of a great scientific awakening.)

204, Dec.—J. Francos Rodríguez, Ditto, continued. J. Juderías, Ditto, continued. M. Romera Navarro, *La andante gitanería* (a popular presentation of the same subject upon which the author spoke at the last meeting of the Modern Language Association. There is an interesting list of *entremeses* in which gypsy characters appear. We cannot agree that Cervantes was an accurate observer of gypsy ways. His treatment of the race was as romantic as Cooper's attitude toward the North American Indian. Compare Cervantes' description of the picaresque life of Seville, which he really knew, with his account of the Gypsies, whom he knew but slightly, and the difference is startling.)

**Revista bimestre cubana**, XII, 3, May-June—S. I. Barberena, *Dos palabras acerca de uno de los hechos que se han alegado para establecer que Colón era Español*.

5, Sept.-Oct.—Fernando Ortiz, *La entrada de Cuba en la guerra mundial*. (*Extracto del Diario de Sesiones del Congreso*. Evidently Cuba entered the war with much enthusiasm.)

**Bulletin of the Pan-American Union**, July—W. A. Reid, *South American Port Improvements—East Coast*. Habana: *The Greatest Club City in the World*. L. E. Elliott, *Brazil: Today and Tomorrow*.

Aug.—W. A. Reid, *South American Port Improvements—West Coast*. J. B. Moore, *The Work of the Pan-American Financial Conference*. *Famous Seaside Resorts: Mar del Plato and Pocitos*.

Sept.—J. E. Pogue, *The Turquoise in Spanish America*. *The First Automobile Trip over the Andes*. T. de Booy, *Eastern Part of the Dominican Republic*.

Oct.—*The Growing Spirit of Pan-Americanism*. E. Albes, *Montevideo: The City of Roses*. H. M. Wright, *Through the Marvelous Highlands of Guatemala*. W. A. Reid, *Bolivia's Railways—Progress and Prospects*. H. E. Bard, *Scientific Teaching of Spanish and Other Languages*. (The author's interest in language is solely utilitarian.)

Nov.—W. A. Reid, *The Call for Foods: South America's Answer*. H. M. Wright, *Through Costa Rica, the Magnificent, on a Motor Car*. *The Schoolmaster of Trade*. G. F. Kunz, *Platinum—with Especial Reference to Latin America*. T. de Booy, *The Town of Baracoa and the Eastern Part of Cuba*.

Dec.—H. M. Wright, *Nicaragua, Land of Enchanted Vistas*. *Travels in Ecuador*. H. A. Reid, *Peruvian Prosperity*. *Mr. Root on the Monroe Doctrine*.

**Cuba Contemporánea**, XV, 1, Sept.—Julio Villaldo, *Nuevas orientaciones de la juventud cubana*. L. López de Mesa, *El alma de América*. E. J. Varona, *La crítica en crisis*. P. Henríquez Ureña, *La república dominicana*. A. Hernández Catá, *El pasado (Drama en un acto)*. M. F. Cestero, *Los Esclavos entre las naciones*. B. G. Barros, *La caricatura en Sudamérica*.

2, Oct.—M. Henríquez Ureña, *Problemas de nuestra América*. *Lecturas de Burge y Rodó*. A. Castillo Plaza, *Acerca del Mundo Nuevo*. R. Martínez Ortiz, *Juicio acerca de los sucesos políticos de Cuba en 1906*. M. Romero Navarro, *Guillermo Hickling Prescott (1796-1859) historiador de España*. Nicolás de Cárdenas, *Verdades sabidas y olvidadas*. Alfonso Reyes, *Libros y libreros en Madrid*. M. F. Cestero, *Los Esclavos entre las naciones*. J. L. Lupus, *El Progreso de la verdad en juicio de las obras literarias*.

XVI, 1, Jan.—C. de Velasco, *Educadores*. A. Iraizoz, *El sentimiento religioso en la literatura española*. R. de Cárdenas, *La política de los Estados Unidos en el continente americano*. *Primera parte*. (Sympathy shown by the United States toward the infant republics of South America. How the Monroe Doctrine was promulgated.) A. Reyes, *José Ortega y Gasset*. ("Si Baroja es un tartamudeo de disgusto y Azorín es un balbuceo sentimental, si

Valle Inclán es una resonancia preciosa y Ramiro de Maetzu una libre charla europea, Pérez de Ayala es la literatura misma y Ortega y Gasset es un pensamiento vigoroso, junto al cual apenas se oyen la divagación un tanto flemática de aquél o la crónica desabridilla del de más allá.")

2, Feb.—M. G. Moreno, *El régimen parlamentario y la reforma constitucional*. L. Rodríguez-Embido, *Breves exégesis actuales*, II. A. Hernández Catá, *La Dolorosa. Novela*. E. Rodríguez Lendián, *Un corazón y un carácter: Sola*. M. F. Cestero, *Ensayos críticos: "Pensando en Cuba." En el segundo aniversario de la muerte de Sola. Juicios acerca de su obra*. (Appreciations written by various prominent Cubans on the life and writings of this brilliant young publicist and patriot.)

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### III. BIBLIOGRAPHICAL NOTES

The Casa Editorial Calleja is showing an activity, various aspects of which will be of considerable interest to teachers of Spanish. In the first place, it is publishing three series of *Cuentos en colores*. The volume entitled *Calleja: Cuentos en colores: El Visir y la Mosca; Lillekort; Los dos Ladrones* is a beautifully illustrated quarto of sixty-three pages. The second and third series are small volumes, approximately duodecimo in size, but also attractively illustrated. Of the second series we have seen only No. 3, a children's story, *Pelusilla*, by May Byron. Of the third series five volumes have already appeared. In addition to the well-known works, *Uncle Tom's Cabin* and *Gulliver's Travels*, which are given in abbreviated form, there are selections from the *Fables* of Lafontaine, and from the *Fairy Tales* of Perrault and of Madame D'Aulnoy, in the last two cases presenting to us in Spanish dress such old favorites as Princess Golden Locks, Little Red Riding Hood, Puss in Boots, Cinderella, and Hop o' My Thumb. The language of these translations is more difficult than we should ordinarily approve of for young children. Nevertheless, because of their familiarity with the content of the stories, we believe that the children would enjoy them heartily. Whether one care to use them in class or not, they should form admirable material for outside reading. All these books will be found in the bibliographical list published in this number.

In its *Biblioteca Calleja, Segunda Serie*, the same house publishes, or intends to publish, each month, three volumes representing three distinct types. In one group there will be anthologies. Each volume will contain selections from a single author. If the author be still living, he himself will make the selections, and will supply the volume with an autobiographical and autocritical prologue, and with comments concerning the work to which each selection belongs. If the author in a given case be dead, this biographical and critical material will be supplied by a leading living critic, who will also make the selections. These volumes will sell, bound in cloth, for 2.50 pesetas. In another group the volumes will contain an *entire work* of some living

author, published in cloth at 1.50 pesetas. The third group will consist of volumes devoted to the classics. These editions will be serious but not erudite. The text will be given entire, in accord with the latest studies, the orthography will be modern, and there will be explanatory notes and a prologue by some well-known scholar. Here again the price of the volumes, bound in cloth, will be 1.50 pesetas.

The same house publishes two dictionaries that will be of interest to our teachers. The *Diccionario Castellano de Bolsillo*, copyrighted in 1918, is a compact little volume, printed with clear type on paper that is opaque and yet so thin that its 1806 pages do not make the volume unmanageable. The *Nuevo Diccionario manual, ilustrado, de la Lengua Castellana* is a kind of dictionary and encyclopedia that will be found useful even by those who possess the *Pequeño Larousse ilustrado*, (by Miguel de Toro y Gilsbert), which latter should, of course, be in the hands of all of our teachers.

Naturally all progressive teachers hope some day to possess the Academy's Dictionary. The expense will in many cases be a drawback, or an insurmountable obstacle. Meanwhile such teachers may possess their souls with patience if they are able to obtain the *Diccionario de la Lengua Española*, published by the house of Sopena in Barcelona. The scholar in charge of this fine book is the well-known classicist José Alemany y Bolufer, a member of the Royal Spanish Academy and professor of Greek at the University of Madrid. The volume contains all the words included in the fourteenth (the latest) edition of the Academy's Dictionary, and some 40,000 more that are sanctioned by good usage, although not yet accepted by the Academy. Among these 40,000 are 25,000 Americanisms and many technical terms. In view of our growing appreciation of things Hispano-American, these latter items are a very welcome and helpful addition. Many a teacher will be grateful to find in the appendix a complete set of paradigms of the Spanish verbs, regular and irregular, with an alphabetical list of verbs in current use, accompanied by a reference to the type of verb they follow in their conjugation. The volume contains 1760 pages (7 x 9¾) and costs, bound in full cloth, *only ten pesetas*.

All of our teachers will be glad to avail themselves of the opportunity to secure copies of masterpieces of Spanish literature well-edited, well-printed, and neatly bound at a moderate price. These advantages are all to be found in the attractive volumes of the *Clásicos de la literatura española*, published by Ruiz Hermanos of Madrid. The volumes are sold at 1.50 pesetas. They are cloth-bound duodecimos, the kind of volume best loved by the real book-lover, because, to paraphrase one of our great writers, they can be carried in the pocket or conveniently held in the hand and read while one stands with his back to the open fire-place. The volumes that have come to our attention are: *La Historia de los dos enamorados Flores y Blancaflor* (to which is added, by way of appendix, the chapter from the *Gran Conquista de Ultramar* that contains the list of the descendants of the two lovers); *Lazarillo de Tormes*; Juan Ruiz de Alarcón y Mendoza, *No hay mal que por bien no venga*; Antonio García Gutiérrez, *El Trovador*

(with an appendix giving five hitherto inedited letters of the author to the celebrated composer Emilio Arrieta, uncle of the editor of this volume); Fray Luis de León, *La Perfecta Casada*; Tirso de Molina, *La Villana de Vallecas*; Lope de Vega, *Peribáñez y el Comendador de Ocaña*; and José Zorrilla, *Sancho García*. Each volume is equipped with an introduction, notes, and a bibliographical note by the well-known scholar, the Excelentísimo Sr. D., Adolfo Bonilla y San Martín of the University of Madrid.

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